National Council of Teachers of English / International Reading Associations Standards*

Promoting Literacy Activities Among Students	Developing Strategies and Skills
1. Students read a wide range of print and non-print texts. Among these texts are fiction and nonfiction, classic and contemporary works	To build an understanding of texts, of themselves; to acquire new information; to respond to the needs and demands of society; and for personal fulfillment.
2. Students read a wide range of literature from many periods in many genres.	To build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies	To comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust use of spoken, written, and visual language (e.g., conventions, style, vocabulary)	To communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately	To communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre	To create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems	They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video)	To gather and synthesize information and to create and communicate knowledge.
9. Students are exposed to diversity of oral written language samples, documents, and recordings	To develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use off their first language	To develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate	As knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes	To learn, enjoy, persuade, and exchange information).